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ABSTRACT

A description and evaluation of Elementary and Secondary Education Act Title I-funded projects for the Trust Territory of the Pacific Islands, (Micronesia), is provided in this report. The review of the projects is divided into six subsections, each representing a district in the Trust Territory of the Pacific Islands: Marianas, Marshalls, Palau, Ponape, Truk,and Yap. General information about the projects, a brief discussion of goals and activities in each project, and a discussion of results, including problems and successes are included. (Author/AM)

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MICRONESIA

TRUST TERRITORY OF THE PACIFIC ISLANDS

DEPARTMENT OF EDUCATION

STATE ANNUAL
EVALUATION REPORT
FOR
FISCAL YEAR 1975
PUBLIC LAW 89-10, TITLE I, ESEA

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DIRECTOR OF EDUCATION

UD016702

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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ESEA TITLE

EVALUATION REPORT

MICRONESIA

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I. INTRODUCTION

The Trust Territory of the Pacific Islands (Micronesia), located in the Western Pacific Ocean, is composed of three island chains: Marianas, Marshalls, and Carolines. The Trust Territory's 2,203 islands have a total land mass area of 7,500 square miles in ocean area of approximately three million square miles. Only 97 islands are inhabited.

Trust Territory schools enroll nearly 39,000 students in 269 elementary and secondary schools. ESEA Title I is a major supplementary source to education for these children. It is quite evident that without the annual grant to Micronesia, many students would not greatly benefit from its developing educational system. Most funds are used to support reading, mathematics, and cultural awareness projects although a few concentrate in the area of environmental awareness. Language projects primarily emphasize English-as-a-second-language learning as a complement to the vernacular English instruction being assisted through ESEA Title VII (Bilingual Education). All projects place importance upon inservice training for staff and teachers since most Micronesian teaching personnel have less than two years of college preparation.

Logistics in administration at the both the headquarters and district level prove to be the major problem in implementing projects. Travel for the purpose of supervision, inservice training, and monitoring is difficult and expensive because of the vast distances between islands and schools. Until recently projects had not been developed to assist outer-island children.

Part II, Review of Projects, is the major section of this report. It will give the reader an insight into the number of disadvantaged children being served, the results of the assistance, and the problems encountered. In evaluating the Trust Territory projects, educators can not rely on standardized tests and, when using them, must take into consideration their applicability to Micronesian children who learn English-as-a-second-language. It is encouraging to note, however, that many projects are attempting to develop appropriate tests for measuring English growth of Micronesian children. District project personnel hope to establish norms for these tests once they have been fieldtested and revised.

All projects have made attempts toward establishing parental advisory councils, but only a few can note minimal success. Formerly parents have had little to do with the education of their children since instruction has been primarily in English. However, with the emphasis now on bilingual education, parents are less afraid to inquire about the activities at schools. Extensive involvement, however, will require a great deal of work on the part of respective district education leaders.

Title I in the Trust Territory has shown more involvement of district educators in recent years. As Trust Territory educators have become more aware of the benefits that can be derived from compensatory education programs, the projects have shown better planning and implementation practices. Three years ago the projects were written by head-

quarters personnel.

The extent of the benefits for students that can be offered through Title I assistance is not yet fully realized in Micronesia, but the evaluations of this past year show that the idea of the project (to be able to assist a certain group of students in a certain instructional area) is "catching on" and resulting in improved instruction and better learning situations for a number of children.

II. REVIEW OF PROJECTS

This section consists of a review of each project funded through ESEA Title I from the FY 75 grant award. The reviews are divided into six subsections, each representing a district in the Trust Territory of the Pacific Islands: Mariamas, Marshalls, Palau, Ponape, Truk and Yap. A general summary heads each district review of projects. All project reviews are similar in format: general information, brief description, and discussion of results. General information includes name of project, location, focus, number of children participating, names of Title I schools, percentage of allocation by expense categories, number of staff funded by the project. The brief description gives a background of the goals and activities of the project. The most important part of the review, the discussion of results, explains test results, problems encountered, and notable successes.

MARIANAS DISTRICT TITLE I PROGRAM

PROJECTS:
1. Oleai Learning Project
2. Hopwood English Language Project (HELP)
3. Comprehensive Language Arts Skills Project (CLASP)

MAJOR FOCUS: Language Arts/Elementary Level

GENERAL INFORMATION:

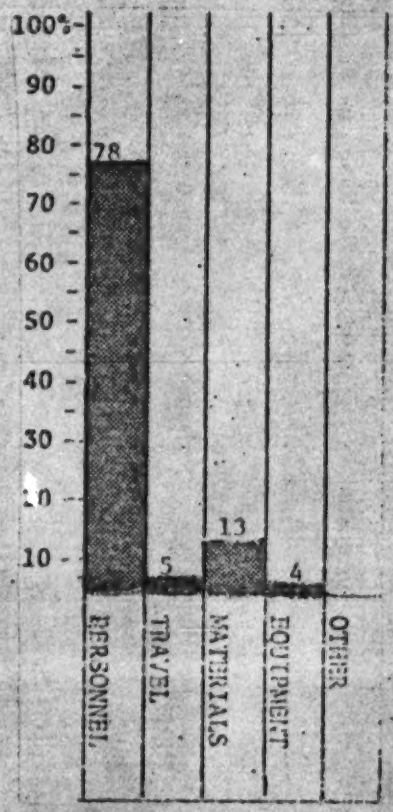
Allocation: $ 118,342

Total Number of Students Enrolled in District: 4,897

Total Number of Students Participating in Title I Activities: 1,433

No private school involvement because the Marianas District's only private school, Mount Carmel, chose not to participate. The school has its own curriculum in language arts and feels that it is, at present, meeting the needs of its students.

Percentage of Allocation by Expense Categories:



PROJECT: Oleai School Project (Marianas)

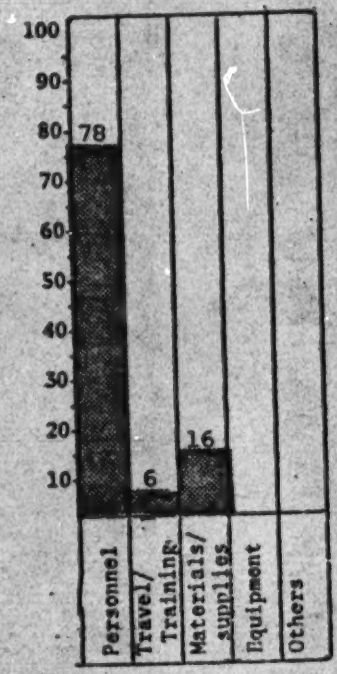
LOCATION: SAIPAN, Islands

ALLOCATION $ 41,945

FOCUS: Cultural Awareness 4th - 7th
(subject area/grade level)

PROJECT DATES: 9/10/74 - 6/30/75

Percentages of allocation by expense categories:



NUMBER OF CHILDREN PARTICIPATING:

School Name:	Public 4-7		Private		Total
Oleai	94	32			126
No private school involvement					
Totals	94	32			126

NUMBER OF STAFF FUNDED BY PROJECT:

Job Title	Number
Project Director	1
Additional Teachers	2
Teacher Aides	
Curriculum Specialists	
Clerical Assistants	
Other: Curri. Writer	1
Total	4

DOMINANT ETHNIC GROUP ASSISTED BY PROJECT:

Carolinian

BRIEF DESCRIPTION:

Goals of the Oleai School Project were (1)to increase the opportunities for Micronesian children to develop the powers of evaluative and analytical thought, and (2) to assist Micronesian children to become more aware of their own and other cultures.

The project staff utilized Oleai's cross-age grouping plan to carry out its goals. Each grade (4-7) is divided in three by abilities and regrouped with another grade. Final division results in six groups: three sets of fourth and seventh graders together and three sets of fifth and sixth graders together. For project classes two groups of fourth/seventh graders and one group of fifth/sixth graders participated.

The project centered on the development and fieldtesting of Learning Activity Packages (LAPs) with the goal to attain materials in four subject areas: social studies, science, math, and language arts. Due to time constraints only social studies LAPs were emphasized and fieldtested although some work was accomplished in the other areas. Project students participated in the piloting of social studies LAPs, Block 2 (Maps and globes), and Block 5 (Micronesian Social Studies Reader).

RESULTS

Student Performances

Each LAP includes a pre-and post-test. A student has the opportunity to skip an entire LAP if he/she passes the pre-test; no students, however, proved able to do this. The tables below show how many students completed learning activity packets in the social studies area.

CHART 3 - Number of Students, by Grade who completed LAPs in BLOCK 2, Social Studies

	LAPs (by LAP number)					
Grade	0	1	2	3	4	Total Students
4	8	9	3	1	0	17
5	2	9	5	3	1	11
6	0	10	7	2	0	10
7	3	19	17	13	4	22
Total	13	47	32	19	5	60

CHART 4 - Number of Students, by Grade, who completed LAPs in BLOCK 5, Social Studies

	LAPs (Number completed, not LAP numbers)							
Grade	0	1	2	3	4	5	6	Total Students
4	3*	4	2	1	0	0	0	7
5	8*	18	17	10	7	5	1	26
6	5*	18*	12	9	7	4	0	23
7	1	9	5	3	2	0	0	10
Total	17	49	36	23	16	9	1	66

*Small groups of students generally doing poorly because of truancy.

Parental Involvement

The Oleai Parent-Teacher Association has shown active interest in all activities and projects at the school. The Principal invited all parents to come to the school and to observe students and teachers interacting at any time. There were times when parents or other people in the community came to the school to teach certain lessons or participate in activities. All parents were also invited to see all of the students' accumulated work four times during the course of the school year. At this time parent-teacher conferences were held on individual parent basis to discuss students' work in all subject areas. Additional parent-teacher conferences were arranged whenever a parent wished to discuss something.

PROJECT: HOPWOOD ENGLISH LANGUAGE PROJECT (HELP)

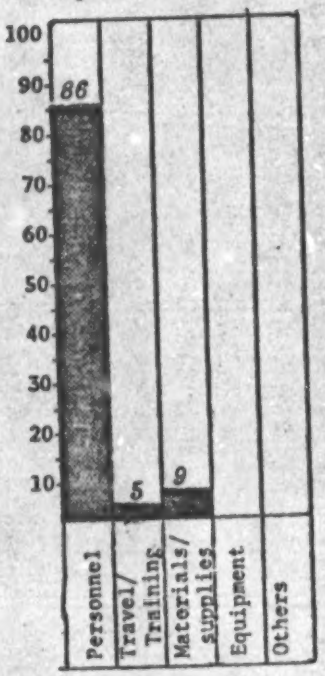
LOCATION: Saipan Islands

ALLOCATION $17,267

FOCUS: Language Arts/9th Grade
(subject area/grade level)

PROJECT DATES: 9/10/74 to 6/30/75

Percentages of allocation by expense categories:



NUMBER OF CHILDREN PARTICIPATING:

School Name:	Public		Private		Total
Hopwood Junior High	75				75
No private school involvement					
Totals	75				75

DOMINANT ETHNIC GROUP ASSISTED BY PROJECT:

Chamorro

NUMBER OF STAFF FUNDED BY PROJECT:

Job Title	Number
Project Director	
Additional Teachers	2
Teacher Aides	
Curriculum Specialists	
Clerical Assistants	
Other:	
Total	2

BRIEF DESCRIPTION:

70 to 75 ninth graders at Hopwood Junior High were selected to participate in this project because of low performances on the Micronesian Test of English Achievement. These students were given intensive instruction, based on the Hawaii English Program, in reading, writing and oral English. They were divided into three groups and given individualized instruction for two hours every day by two teachers, one acting as classroom manager and the other available for individual assistance. Goals were (1) to provide each student with a set of English language communication skills, and (2) to instill in each student a sense of self responsibility for his/her education and that of others. The project was continued into the summer to help those project students who were achieving below expectations.

RESULTS

Student Performance:

Forty-four performance objectives covering English reading, writing, and grammar skills were established at the onset of the academic year. Of the forty-four, twenty-seven were implemented; the remainder were not attempted because either materials were not received or the skill represented a higher level and was not needed for passing to the next grade level. Seventeen of twenty-seven objectives implemented were passed. The staff felt that the most important objectives were met or surpassed and considered the project to be of great assistance to the participating students. The pre- and post-test results of Micronesian Test of English Achievement (MTEA) were as follows:

Periods & Section	September, 1974 Pre-test mean	April-July, 1975 Post-test mean	% Improvement
Per. 1 & 2, Sec. 9-12 n=20	42.2%	52.4%	10.2%
Per. 3 & 4, Sec. 9-11 n=24	52%	62%	10%
Per. 5 & 6, Sec. 9-10 n=30	53.1%	64.6%	11.5%

The entire ninth grade of Hopwood Junior HIgh showed a 8% mean gain; therefore the percentage mean gain of project students was higher.

STAFF TRAINING

One teacher has a year's experience in an individualized language program and received training through individual conferences with the Marianas District Language Specialist. In addition to the individual conferences, the other teacher attended a three-week Hawaii English Program workshop run by a TT Headquarters English specialist.

PARENTAL INVOLVEMENT

During regularly scheduled PTA meetings project staff met with parents and explained the purpose and goals of the project. On report card days at the end of each quarter parents were invited to visit the classroom to examine their students' progress folders, pick up a Special English Report Card and discuss their child's progress or lack of progress with their teacher. These informal get-togethers appeared successful and parents expressed appreciation and enjoyment at knowing how their child was progressing.

PROJECT: COMPREHENSIVE LANGUAGE ARTS SKILLS PROJECT (CLASP)

ALLOCATION $ 60,130

LOCATION: Saipan, TINIAN ISLAND

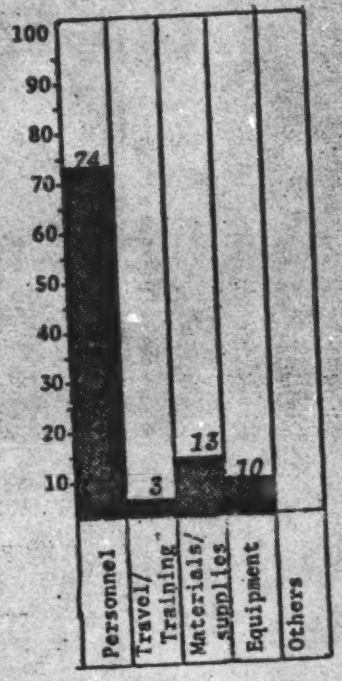
FOCUS: Language Arts/2nd-5th
(subject area/grade level)

PROJECT DATES: 9/10/74 - 6/30/75

NUMBER OF CHILDREN PARTICIPATING:

School Name:	Public		Private		Total
Chalan Kanoa	180				180
San Antonio	123				123
Garapan	141				141
San Roque	66				66
San Vicente	63				63
Tinian	69				69
No private school involvement					
Totals	642				642

Percentages of allocation by expense categories:



NUMBER OF STAFF FUNDED BY PROJECT:

Job Title	Number
Project Director	1
Additional Teachers	4
Teacher Aides	
Curriculum Specialists	1
Clerical Assistants	1
Other: Mat. Develop.	1
Total	8

DOMINANT ETHNIC GROUP ASSISTED BY PROJECT:

CHAMORRO

BRIEF DESCRIPTION:

The Comprehensive Language Arts Skills Project (CLASP) was designed after the Hawaii English Program and first implemented on Saipan in September, 1973. The project attempts to improve the English language skills acquisition of second, third, fourth, and fifth graders on Saipan, all of whom qualify as economically and educationally deprived children. This past year the project was extended to the island of Tinian where second, third and fourth graders participated. Also an important goal of the project is to instill in each student a sense of self-direction and self-responsibility.

The project has established reading centers at each project school where students receive individualized instruction for approximately 90 minutes a day in addition to their regular English classes. Teachers are assigned to each center for a full day and receive assistance from regular classroom teacher when he/she brings a class to the center.

The reading center curriculum covers readiness, word recognition, and comprehension skills and offers a child several alternatives for acquiring the same skill. Records are kept by both teachers and student.

RESULTS AND BENEFITS:

Student Performances

The following tables show student performances on the Gates-McGinite reading tests:

Table 1. Gates-McGinitie Primary A* Reading Test Second Grade

School	Pre-test (Oct. 1974) Vocabulary	Pre-test (Oct. 1974) Comprehension	Post-Test (May, 1975) Vocabulary	Post-Test (May, 1975) Comprehension
Chalan Kanoa				
Section F-1	1.4	1.3	1.7	1.6
" F-2	-**	-	1.5	1.4
" F-3	-	1.2	1.5	1.5
" F-4	-	1.3	1.5	1.5
Garapan				
Section 2-B	1.4	1.3	1.7	1.6
" 2-C	-	-	1.4	1.3
San Antonio	-	-	1.5	1.5
San Roque	-	1.3	1.5	1.5
San Vicente	1.4	1.4	1.5	1.6
Tinian	-	1.3	1.5	1.5

*This is a first grade test.

**Too low for interpretation.

Table 2 Gates-McGinitie Primary A Reading Test Third Grade

School	Pre-test (Oct. 1974) Vocabulary	Comprehension	Post-Test (May, 1975) Vocabulary	Comprehension
Chalan Kanoa				
Section F-3	1.4	1.4	1.7	1.6
" F-4	-	1.2	1.3	1.4
Garapan 3-C	Not tested	Not tested	1.7	1.7
San Antonio	1.5	1.5	1.7	1.7
San Roque	1.5	1.6	1.8	1.7
San Vicente	1.5	1.6	1.8	1.7
Tinian	1.6	1.5	1.8	1.7

Table 3 Gates-McGinitie Primary A Reading Test Fourth Grade

School	Pre-test (Oct. 1974) Vocabulary	Comprehension	Post-test (May, 1975) Vocabulary	Comprehension
San Antonio	1.6	1.6	2.1	2.1
San Roque	1.7	1.6	2.1	1.8
Tinian	1.9	1.7	2.3	2.1

Table 4 Gates-McGinitie Primary A Reading Test Fifth Grade

School	Pre-test (Oct. 1974) Vocabulary	Comprehension	Post-test (May, 1975) Vocabulary	Comprehension
San Roque	1.6	1.6	1.8	1.8
Garapan, 5-C	1.5	1.6	1.7	1.7

Some of the students scored so high on the Gates Primary A pre-test, that their scores could not be considered accurate. These students were administered the Gates Primary B test which is a second grade test used in the States. These students' scores are not included in Tables 1 to 4 but are reported in Table 5. Had their scores been included the results in Tables 1 to 4 would have been higher.

Table 5 Gates-McGinitie Primary B* Reading Test

Schools	Pre-test (Oct. 1974) Vocabulary	Pre-test (Oct. 1974) Comprehension	Post-test (May, 1975) Vocabulary	Post-test (May, 1975) Comprehension
San Antonio				
2nd Grade (n=1)	2.9	2.4	4.6	2.7
4th Grade (n=3)	3.5	3.7	4.8	4.5
San Roque				
4th Grade (n=2)	2.3	1.8	2.7	1.8
5th Grade (n=2)	2.3	2.2	1.3	2.5
San Vicente				
3rd Grade (n=2)	?			
Tinian				
3rd Grade (n=2)	2.4	2.4	3.1	3.4
4th Grade (n=4)	3.1	3.6	4.4	4.7

*Second grade level.

An examination of Tables 1 through 5 will show that sizeable reading gains were achieved by the project's students in spite of the fact that the measuring instrument used had been designed for a different language & culture group. Assuming that stateside students started acquiring English language skills in kindergarten, they had two years of schooling by the time they reached the end of the first grade. Thus Saipan's second grade students for whom formal English language skills instruction begins for the first time in the second grade should by the end of the second grade be at the same reading level as stateside kindergarten students. Actually, as shown by the scores above, they are almost equivalent with the achievement levels of stateside first graders at the end of the first grade. Considering that English is a second language for these students, Project Staff felt that the gains have been quite impressive. Likewise, the third, fourth and fifth grade students also lag behind their stateside counterparts, however, considering the circumstances, it is only natural.

Staff Training

In order to prepare teachers for the implementation of the project and its objectives, a four week long all day workshop/college course was conducted from mid-July to mid-August. The workshop/college course was available to the participants either for "B" credits or for 7 Community College of Micronesia "A" credits. Approximately 20 teachers were trained. Training was conducted with the assistance of the Title III Project PACIFIC Director. The following daily training was offered;

1. Practicum in 2 CLASP Centers - 1-1/2 hours
2. Component familiarization - 3/4 hour
3. HEP/CLASP Theory readings - 3/4 hour
4. Materials preparation - 2 hours
5. HEP Video Tapes - 1/2 hours

All the materials needed for the operation of the centers, with the exception of library books and SRS Kits, were locally produced by the workshop participants. Many participants did not finish their materials within the four week course but had to continue working for two more weeks until the start of school. With the assistance of the Project PACIFIC Director, many teachers worked on their materials in evenings and on weekends during their own time for no additional compensation. The morale and interest of the teachers in being fully prepared to undertake the project classes was very high.

At the beginning of the school year, CLASP learning centers were established in each of the target schools. This involved furnishing a room with materials and equipment, establishing schedules, diagnosing the children in the materials and acquainting them with routines of the center. The project director and assistant project director worked with the center teacher and the classroom teachers to establish each center, assisting in the center until it was running smoothly. Several centers delayed implementation so that their full-time teachers could go and help implement other schools' centers.

Parental Involvement

Because of the difficulty of involving Micronesian parents in school activities, as has been the case in previous projects, it was decided to approach them from three angles: (1) PTA Meetings (Never very successful in attendance records), (2) Special Open House Days - Invitations sent home with the children a few days in advance to attend school and observe the center in operation, and (3) Special Report Cards. The parents were required to appear in person to sign the report cards and to hopefully inspect the center before taking the cards home. These cards did not assign grades to the student but assessed his progress towards the specific performance goals of the project. These goals and the child's progress were explained both in English and Chamorro.

The overall parental response was heartening, especially in response to the Open House Days. The PTS's in various schools, notable San Antonio Elementary School and Tinian Elementary, gave their centers wholehearted support by donating many items, such as mats and furniture, out of their funds.

MARSHALLS DISTRICT TITLE I PROGRAM

PROJECT: 1. Rita School Project
2. English Language Skills Acceleration Project (ELSAP)

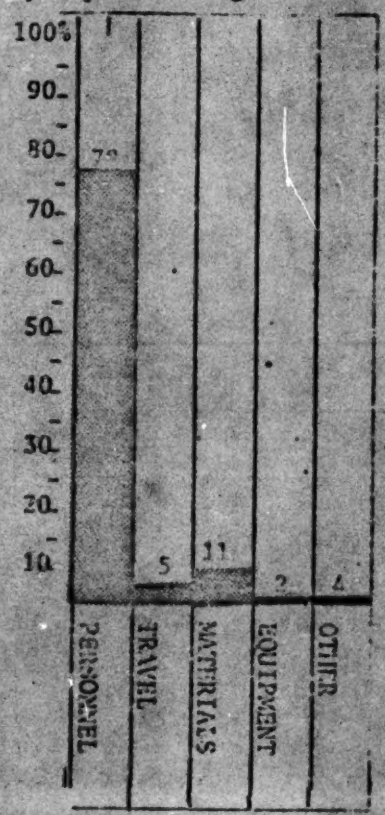
MAJOR FOCUS: Language Arts/Elementary and Secondary Level

GENERAL INFORMATION:

Allocation:	$ 163,854
Total Number of Students Enrolled in District:	7,877
Total Number of Students Participating in Title I Activities:	426

There is private school involvement at both the elementary and secondary level.

Percentage of Allocation by Expense Categories



PROJECT: RITA III

LOCATION: Majuro Islands

ALLOCATION $ 141,850

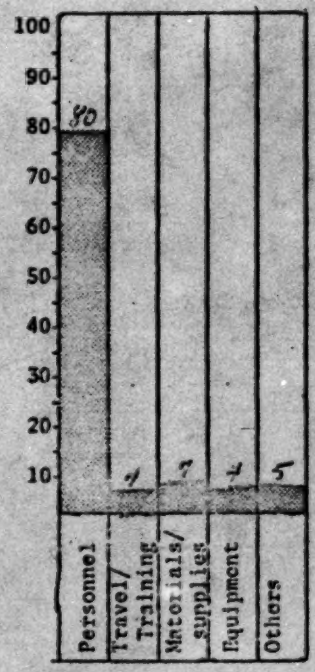
FOCUS: All Curriculum Areas / 1-6
(subject area/grade level)

PROJECT DATES: 9/11/74 to 6/30/75

NUMBER OF CHILDREN PARTICIPATING:

School Name:	Public 1-6		Private 1-6		Total
Rita Elementary School	160				160
Uliga Protestant School			20		20
Totals	160		20		180

Percentages of allocation by expense categories:



DOMINANT ETHNIC GROUP ASSISTED BY PROJECT:

Marshallese

NUMBER OF STAFF FUNDED BY PROJECT:

Job Title	Number
Project Director	1
Additional Teachers	2
Teacher Aides	
Curriculum Specialists	3
Clerical Assistants	2
Other:	4
Total	12

BRIEF DESCRIPTION:

The Rita III Project was designed to provide economically and educationally deprived third grade students with culturally relevant learning materials and instruction in the areas of Marshallese Language Arts, English Language Arts, Social Studies, Art, Science, and Math. Original instructional materials for Marshallese Language Arts, Social Studies, and Art were to be developed and produced throughout the school year by project staff. Revisions of existing English reading and writing materials were planned to allow for better teachers' manuals and the teaching of a wider range of skills than the materials currently in use afforded. The existing Micronesian Math and Science for Micronesia Programs were also to be examined for relevance to Marshallese students and revisions or additions to each program were intended as particular deficiencies were pinpointed.

Area specialists were to produce the materials on an ongoing basis, preview the materials with project teachers to ensure that they would be used as intended, and observe and critique lessons on a daily, weekly, and unit basis to determine if revisions and/or adaptations were necessary.

Two schools, Rita Elementary and Uliga Protestant Elementary, were chosen for participation due to their proximity to Education Department facilities.

DISCUSSION OF RESUTLS:

Materials Development:

During the year, the Project was successful in writing and/or producing many items including the first book in the Marshallese Basal Reading series together with its teachers manual, several vernacular supplementary readers, a teacher's manual to be used in third grade art classes.

Student Performances:

Students continue to gain in language proficiency as noted by the English Aural Comprehension Test (based on the Tate Syllabus). Tests were given in Marshallese reading but since they give only at the end of the year, there is no measurement of how much students may have learned.

Parental Involvement:

The major failure of the Project has been in the area of parents advisory councils. During FY 76 a new and major programme is planned to secure more parental involvement in the Title I programme and the educational process as a whole.

PROJECT: ENGLISH LANGUAGE SKILLS ACCELERATION PROJECT (ELSAP)

LOCATION: Majuro Islands

ALLOCATION $22,000

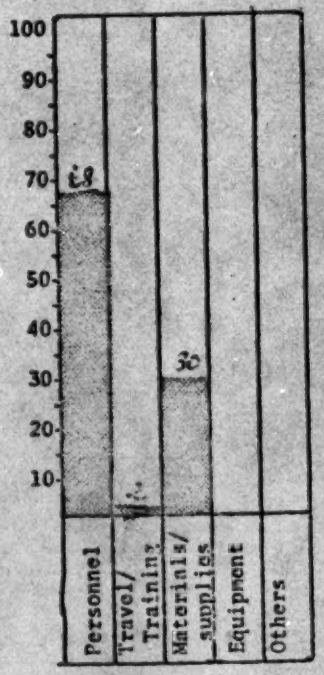
FOCUS: Language Arts/9th
(subject area/grade level)

PROJECT DATES: 9/11/74 to 6/30/75

NUMBER OF CHILDREN PARTICIPATING:

School Name:	Public 9-12		Private 9-12		Total
Marshall Islands High School		205			205
Assumption				41	41
Totals		205		41	246

Percentages of allocation by expense categories:



DOMINANT ETHNIC GROUP ASSISTED BY PROJECT:

Marshallese

NUMBER OF STAFF FUNDED BY PROJECT:

Job Title	Number
Project Director	1
Additional Teachers	
Teacher Aides	
Curriculum Specialists	
Clerical Assistants	
Other:	
Total	1

BRIEF DESCRIPTION:

The English Language Skills Acceleration Project (ELSAP) was designed to improve word recognition and reading comprehension skills in English among economically and educationally deprived ninth grade students at Marshall Islands High School (MIHS) and Assumption High School (AHS) in the DUD Municipality of Majuro.[1] Students received instruction in the following skills areas and with the accompanying materials noted below:

[1]Two other high schools in Majuro atoll were not chosen for participation due either to their considerable distance from the Education Department facilities or to the logistical difficulty in reaching the sites.

SKILLS	MATERIALS
word analysis	materials developed by Program Coordinator
single word meaning	Thorndike-Barnhardt High School Dictionaries Hays Dictionary Skills Materials, Levels I,II
reading comprehension	SRA Individualized Reading Program Scholastic Classroom Libraries
rate building	exercises developed by Program Coordinator

RESULTS:

Student Performance:

The program proposal established ten student performance objectives for word recognition and reading comprehension skills. Only four of these were met, as determined by teacher records or student performances on locally developed tests. Mainland standardized tests relating to the same skill areas were also administered to project students, and the results are noted in the tables below.

TABLE 1: Roswell-Chall Word Analysis Test, Forms I & II: Target Group "Percent With Mastery" on Each Subtest

Subtest	Marshall Islands High School		Assumption High School	
	Pre-test	Post-test	Pre-test	Post-test
Single Consonant Sounds	87%	99%	81%	100%
Consonant Blends	45%	98%	56%	86%
Vowel Sounds	14%	60%	28%	48%
Rule of Silent E	12%	62%	28%	48%
Vowel Combinations	46%	68%	53%	78%
Syllabication	39%	70%	50%	78%

TABLE 2: Stanford Reading Tests: Target Group Mean Scores

Test	Total Possible	Marshall Islands High School		Assumption High School	
		Pre-test	Post-test	Pre-test	Post-test
Vocabulary	36	15	17	20	20
Paragraph Meaning	60	31	33	38	37
Word Study Skills	64	34	38	37	42

TABLE 3: Stanford Diagnostic Reading Tests: Target Group Mean Scores

Test	Total Possible	Marshall Islands High School		Assumption High School	
		Pre-test	Post-test	Pre-test	Post-test
Auditory Discrimination	45	37	40	40	40
Syllabication	20	13	14	15	16
Beginning & Ending Sounds	36	25	27	29	29
Sound Discrimination	36	16	20	21	24

It is evident from the figures in Table 1 that substantial gains were made by both target groups on each subtest of the Roswell-Chall Word Analysis Test. Only slight improvement was made by the Marshall Islands High School (MIHS) group on each of the Stanford Reading Test (Table 2), and the Assumption High School (AHS) group recorded no improvement on the vocabulary test and dropped one point on the Paragraph Meaning Test. From Table 3 a similar slight gain on each Stanford Diagnostic Reading Tests can be noted for MIHS. Slight gains were also recorded for AHS on the Syllabication and Sound Discrimination tests, but no gains were made on the tests for Auditory Discrimination and Beginning and Ending Sounds. One difficulty with this last test was that many of the pictures presented in the test items were culturally foreign to the students and student difficulties in responding were due to lack of comprehension of the object and not to inability to articulate a particular sound.

Staff Training

A three-fold approach was followed for staff training. First, test instruments and new materials were distributed, explained, and/or demonstrated by the Project Coordinator at regularly scheduled meetings of the Coordinator and project teachers. The second phase included in-class training in the administration of tests and demonstration, observation, and critique of teachers by the Coordinator. Lastly, a University of California, Berkeley, Extension Course, Education X 147, "The Reading Program" offered instruction in the teaching of phonics and word analysis skills. All but one project teacher enrolled.

Parental Involvement

No attempt was made to convene a Parent Council during this project year. During previous years a concentrated effort on the part of the project staff to encourage parental participation in the program had met with failure, and it was decided not to attempt to do so again at this time.

PALAU DISTRICT TITLE I PROGRAM

PROJECTS: 1. Learning Environment Awareness Project (LEAP)

MAJOR FOCUS: Language Arts, Math, Social Studies, Environmental Awareness/Elementary Level.

GENERAL INFORMATION:

Allocation:	$ 124,700
Total Number of Students Enrolled in District:	4,704
Total Number of Students Participating in Title I Activities:	1,744

There is no private school involvement because the private schools in Palau chose not to participate. Each has its own curriculum to assist disadvantaged children and decided the objectives of its program need not be supplemented with public school Title I activities.

Since Palau chose to use all of its funds within one project, the graph showing the percentage allocation by expense categories is included on the following page along with project description and discussion of results.

PROJECT: LEARNING ENVIRONMENT AWARENESS PROJECT (LEAP)

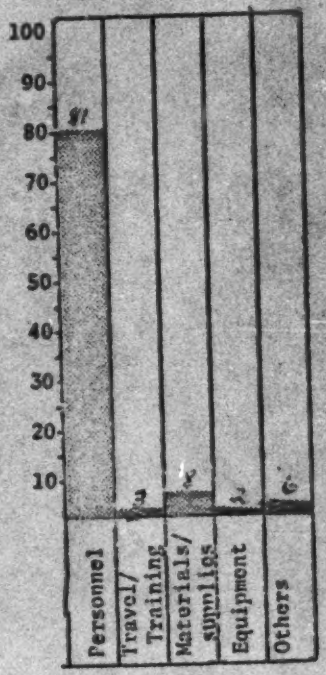
LOCATION: District-Wide

ALLOCATION $124,700

FOCUS: All/1st-8th
(subject area/grade level)

PROJECT DATES: 9/10/74 to 6/30/75

Percentages of allocation by expense categories:



NUMBER OF CHILDREN PARTICIPATING:

School Name:	Public		Private		Total
Listed on page					
Totals					

NUMBER OF STAFF FUNDED BY PROJECT:

Job Title	Number
Project Director	
Additional Teachers	5
Teacher Aides	
Curriculum Specialists	11
Clerical Assistants	3
Other:	
Total	19

DOMINANT ETHNIC GROUP ASSISTED BY PROJECT:

Palauan

BRIEF DESCRIPTION:

Project LEAP, now completing its third year, consists of four major components: English language learning, community studies, mathematics, and career/pre-vocational education. Included are extensive in-service training activities for teachers in all subject areas.

The goal of the English component was to improve English language skills--reading, writing, speaking, and listening--following the English-as-a-second language component.

The Tate Oral English syllabus was utilized in the Oral English classes and its correlated South Pacific Commission materials were used in reading and writing classes.

Community studies included the science and social studies classes. The goal was to bring the community and school together in a cooperative effort to create situations suitable for students to learn social values and the traditional life style in their community. Older members of the community presented students with lectures or demonstrations of traditional skills, arts, and customs. Students learned to make spears and spear guns, weave baskets and handbags, create shell ornaments, carve monkey men and story boards, construct tapioca grinders, and perform Palauan dances and chants. A fishpond project was implemented at Meyuns and Peleliu elementary schools.

The math component was based on the Math for Micronesia curriculum which employs attribute blocks, free play activity, and structured books for the teaching of mathematics skills.

The career/pre-vocational component sought to develop interest among students in agriculture and agricultural skills. The curriculum covered the study and practical skill acquisition of cultivation, side dressing, pruning, planting, harvesting, grading, and marketing.

Inservice training activities assisted twenty-six Palauan teachers in gaining teaching skills in academic areas. Teachers attended the Palau Teacher Training Center and received course work through the Community College of Micronesia extension services.

RESULTS

Student Performances

Pre/post-test results in listening and reading comprehension of the English component show an average gain of ten points, five higher than that of a control school. An annual school fair showed a vast number and types of handicrafts made by students. The strong enthusiasm among both students and community is a complementary reflection upon the community studies component of the project. Most objectives in math and the pre-vocational components were met.

Community Involvement

Community involvement was the strongest by far in the community studies component. Older women and men worked alongside the students, and project directors felt that this resulted in greater understanding and respect among students toward their elders.

Attached School List

School	Public		Private		Total
	1-8	9-12	1-3	9-12	
Airai	198		No private School Involvement		198
Aimeliik	80				80
Chol	46				46
Melekeok	50				50
Ngaraad	151				151
Ngchesar	84				84
Ngiwal	75				75
Ngaremlengui	127				127
Ngerchelong	108				108
Ollei	11				11
Geo. B. Harris	126				126
Meyuns	246				246
Koror	290				290
Peleliu	198				198
	1,744				1,744

PONAPE DISTRICT TITLE I PROGRAM

PROJECTS: 1. Ponape Reading Improvement Project for Ponapean and English.

MAJOR FOCUS: Reading/Elementary School Level

GENERAL INFORMATION:

Allocation:	$ 152,100
Total Number of Students Enrolled in District:	7,605
Total Number of Students Participating in Title I Activities:	5,077

There is no private school involvement because the private elementary schools on Ponape chose not to participate. Each has its own curriculum for reading and felt it was meeting the needs of their respective students.

Since Ponape chose to use all of its funds within one project, the graph showing the percentage allocation by expense categories is included on the following page along with project description and discussion of results.

PROJECT: DIRECT READING INSTRUCTION PROGRAM IN PONAPEAN AND ENGLISH

LOCATION: District-wide

ALLOCATION $ 159,500

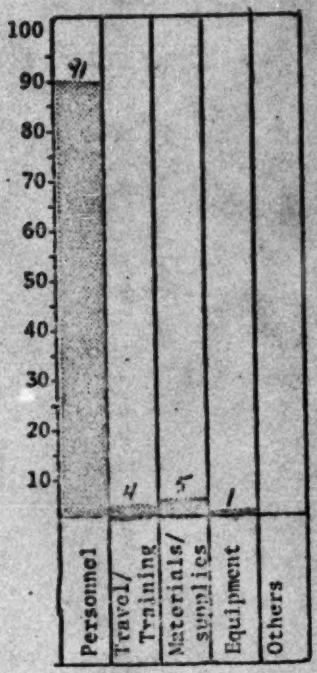
FOCUS: Reading/1-8
(subject area/grade level)

PROJECT DATES: 9/12/74 to 6/30/75

NUMBER OF CHILDREN PARTICIPATING:

School Name:	Public		Private		Total
Listed on page					
Totals					

Percentages of allocation by expense categories:



DOMINANT ETHNIC GROUP ASSISTED BY PROJECT:

Ponapean

NUMBER OF STAFF FUNDED BY PROJECT:

Job Title	Number
Project Director	
Additional Teachers	23
Teacher Aides	
Curriculum Specialists	6
Clerical Assistants	2
Other: Media Spec.	1
Total	32

BRIEF DESCRIPTION:

The Direct Reading Instruction Program, Ponapean (DISTRIP) and English (DISTAR) was designed to teach basic reading skills in the first and second languages of economically and educationally deprived elementary and junior high school students. Reading skills in Ponapean were taught to first through eighth grade students and in English to third through eighth grade students in all public schools in which Ponapean was the dominant language, except in those classes already participating in other federally funded bilingual programs. Students participated in daily forty-five minute instructional periods in each language, including teacher presentations, small group and individualized activities, and an evaluation session. Materials utilized in the project were the DISTAR I, II, and III published series and DISTRIP instructional units developed locally.

An additional component of the project was the development of a Direct Instructional System of Teaching Reading in Kusaiean (DISTRIK). Initial teaching materials for this program, based on the DISTAR model, were developed and field tested in Kusaiean schools during this project year.

RESULTS:

Student Performances, DISTAR

The effectiveness of the DISTAR reading program in teaching reading skills in English to Ponapean students was measured by the Wide Range Achievement Test. This test was administered to a random sample of third through eighth grade students in both project and control classes during September 1974 and again between April 28 and May 9, 1975.

Mean scores for project students in each grade surpassed the anticipated seven months growth in reading ability, as shown in the chart below. The smallest mean gain, slightly more than nine months growth, occurred in grade four; the largest, three years and one month, in grade eight.

Project Student W.R.A.T. Means

Grade	Pre-Test Mean Score	Post-Test Mean Score	Mean Gain
3	.95	2.09	1.1
4	1.49	2.41	.92
5	2.1	3.47	1.37
6	3.1	4.81	1.71
7	5.36	7.85	2.49
8	5.67	8.77	3.1

Mean score comparisons were also made between project and control students in the sixth, seventh, and eight grades (control students in grades three through five were too few to make a reasonable comparison). Project student mean gains exceeded control student mean gains for each grade level, as noted below.

Mean Gain Comparisons: Project/Control Groups

Group	6th Grade	7th Grade	8th Grade
Project	1.71	2.49	3.1
Control	1.07	1.42	.81
**********			
Difference	.64	1.07	2.29

A word of caution concerning the term "reading ability" as used in the initial paragraph is necessary. The Wide Range Achievement Test is a

test of word recognition skills only; no comprehension skills are tested. It cannot be assumed that non-native speakers of English will know the meaning of words that they can decode, and thus likewise cannot be assumed that their reading ability is equivalent to that of native-English-speaking students who read at the same "grade level."

Staff Development

Assessment: Teachers received little instruction in the use of Continuous Assessment Forms for the formative evaluation of student performance.

Regularly scheduled feedback and formative program planning sessions were to have been held with teachers, principals, and area supervisors. These were, in fact, held infrequently and little formative feedback was elicited and recorded from these individuals.

Instructional Training: Prior to the beginning of the school year, teachers who were to participate in the program received instruction in either DISTAR or DISTRIP methods during a seven-week training program conducted by the Community College of Micronesia. During the school year regularly scheduled visits to each school site were made by project staff, for the purposes of workshops (varying from one hour to several days - specific records were not available) in instructional techniques, observation of teachers, and the conducting of model lessons. Specific figures on the amount of each type of training were not available.

Program Management: Not all teachers demonstrated competence in the anticipation of when their classes would run short of materials, nor in the ordering or proper caring for materials supplied to them. An organized system of handling these matters might encourage them to anticipate needs and order and care for materials so that they would always have adequate supplies of the units that they are using.

Supervision: Although the intent of the project was to involve area supervisors in regular classroom monitoring and instructional assistance activities during the year, this was, in fact, not accomplished. Possible factors contributing to this were not deliniated by project staff. To more fully inform the area supervisors and elementary principals about the objectives, activities, and methods of the DISTAR program, a one-week workshop was conducted in June 1975 by the DISTAR staff.

DISTRIP/DISTRIK Instruction, Staff Development, Materials Development

No evaluative information was received from the program staff, thus it is not possible to determine the success or failure of these aspects of the program.

Number of Children Participating in Title I Activities

School	Public		Private		Total
	1-8	9-12	1-8	9-12	
Kolonia	466		No private School Involvement		466
Sokehs Powe	304				304
Sekere	193				193
Palikir	85				85
Iohl	66				66
Lewetik	79				79
Pehleng	133				133
Wenik	65				65
Rohnkitti	28				28
Enipein, Kitti	111				111
Salapwuk	22				22
Seinwar	138				138
Lohd Pah	14				14
Wapar	121				121
Mand	114				114
Sapwalap	134				134
Temwen	92				92
Lukip	130				130
Kinakapw	74				74
Saladak	197				197
Nan Uh	46				46
Takaiu	37				37

Number of Children Participating in Title I Activities, continued

School	Public		Private		Total
	1-8	9-12	1-8	9-12	
Mwand Island	11		No private School Involvement		11
Awak	96				96
Parem	73				73
Net	329				329
Ngatik	116				116
Mokil	115				115
Pingelap	216				216
Likiep	29				29
Rohi	39				39
Sapwehrek	29				29
Ohmine	374				374
Sokehs Pah	113				113
Wone, Kitti	113				113
Nukuoro	46				46
Kapingamarangi	78				78
Tafunsak, Kusaie	178				178
Utwe, Kusaie	111				111
Walung, Kusaie	20				20
Lelu, Kusaie	342				342
	5,077				5,077

YAP DISTRICT TITLE I PROGRAM

PROJECTS:
1. Lamotrek Atoll Performance-Based Instruction Model Project (LAPBIMP)
2. Yap Science Instruction Improvement Project (YSIIS)
3. Yap School Supervision/Teacher Education Project (YSSTEP)

MAJOR FOCUS: Language Arts, Math/Elementary Level

GENERAL INFORMATION:

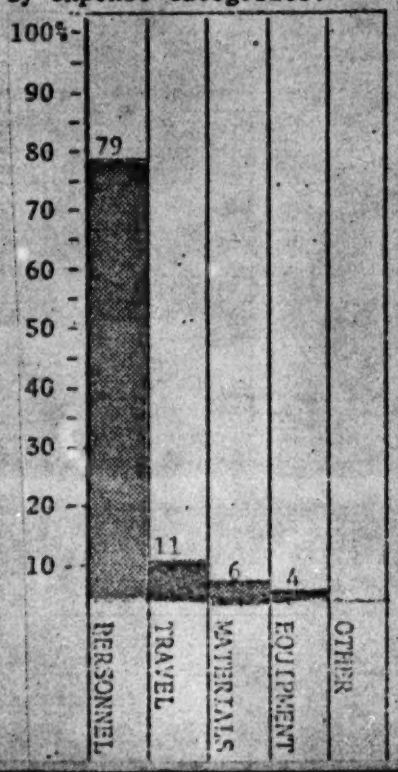
Allocation: $90,427

Total Number of Students Enrolled in District: 2,328

Total Number of Students Participating in Title I Activities: 1,531

There is private school involvement at the elementary level.

Percentage of allocation by expense categories:



PROJECT: Lamotrek Atoll Performance - Based Instruction Model Project

LOCATION: Outer Islands, Yap (Lamotrek Atoll)

ALLOCATION $ 26,700

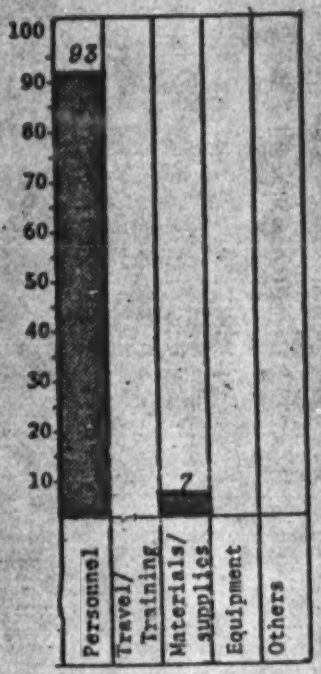
FOCUS: Language Arts, Math/1-8
(subject area/grade level)

PROJECT DATES: 7/15/74 - 6/30/75

NUMBER OF CHILDREN PARTICIPATING:

School Name:	Public 1-89-121-67-1	Private			Total
Lamotrek	85				85
Totals	85				85

Percentages of allocation by expense categories:



DOMINANT ETHNIC GROUP ASSISTED BY PROJECT:

Woleaian

NUMBER OF STAFF FUNDED BY PROJECT:

Job Title	Number
Project Director	1
Additional Teachers	1
Teacher Aides	
Curriculum Specialists	
Clerical Assistants	
Other:	
Total	2

BRIEF DESCRIPTION:

The Lamotrek Atoll Performance -Based Instruction Model Project was designed to a) develop a detailed set of performance criteria for Micronesian students in grades 1-8; b) create a system of student placement based on these criteria; and c) train Micronesian teachers to teach to these criteria, monitor student performance in terms of them, and make instructional decisions in terms of the results. The Lamotrek Elementary School, with eighty-five economically and educationally deprived elementary - junior high school students, was chosen as the target school as it typified district-wide educational problems of lack of realistic student performance objectives at each level for each subject and a corresponding lack of teacher performance objectives designed to allow for maximum learning opportunities for the students. Student performance objectives were proposed for each level of each subject at the beginning of the school year and students were tested on the basis of these criteria, then placed in classes

corresponding to their skill needs, regardless of their chronological age or official "grade" in school. Throughout the year students were instructed in and tested on these objectives, and students passing all performance objectives for a given level were moved to the next higher level. At the end of the school year revisions of the student performance objectives for each level in each area were made as needed, depending upon the observations of teachers and project staff. In-service training in teaching/testing/diagnosing student needs according to the performance objectives was given to project teachers on a regular basis throughout the year.

RESULTS:

Performance Criteria

Overview

Performance criteria for the areas of math, English reading and oral English were proposed at the beginning of the school year. Through the testing of students and the teaching of them according to the criteria, it was determined which criteria were appropriate for each level and how much students who were properly placed in a skills continuum could be expected to accomplish during a school year. Criteria deemed inappropriate in nature or in their placement in the continuum were revised or reordered.

Math

The math criteria were determined to be suitable and realistic for each level, providing that the students have met all performance criteria for previous levels. Project staff also felt that this math program, by emphasizing basic counting and computational skills, better equiped students for solving arithmetic problems and provided a greater sense of educational accomplishment for both teachers and students than did the previously-used Math for Micronesia program.

Reading

The direct instruction approach for the teaching of word recognition skills was found to be successful in grades 1-3. The Merrill Linquistic Readers, upon which the performance criteria were based, were not effective above the third level as they contained much vocabulary that was irrelevant to Lamotrek students. The basic problem was that of attempting to teach second language learners with material designed for native speakers, i.e. material which assumed that children would be able to understand much of what they could successfully decode. Project staff determined that beyond level 3 the students should be provided with material that would develop a high frequency vocabulary for Lamotrek students, including vocabulary and structures taught in Oral English classes, and culturally relevant materials from which they could develop comprehension skills.

Oral English

Data concerning the performance criteria are available only for grade 1, which met all the Level 1 criteria. It was thus hypothesized by project staff that more advanced criteria could be reasonably included in that level. Criteria for grades 7 and 8 were designed during the school year. Emphasis was placed on oral translation skills.

Staff Training

Teachers at Lamotrek School received an average of 1½ hours of daily instruction, primarily in reading and math, in accordance with both the teacher and student performance criteria specified in the project proposal. All teachers met most of these criteria during the year. All teachers conducted at least one precision teaching project and all recorded specific daily performance data on each student during the school year. This was perhaps the most significant accomplishment of the project. Teachers were able to state knowledgeably what individual students could or could not do during a given week and thus were more conscious of individual student needs than had been the case in years past.

Parental Involvement

Community attendance at school meetings was very high, and parents were very supportive of project functions. Various representatives of the community made it a point to express satisfaction with their children's progress during this school year.

PROJECT: YAP SCIENCE INSTRUCTION IMPROVEMENT PROJECT

LOCATION: YAP PROPER

ALLOCATION $ 28,300

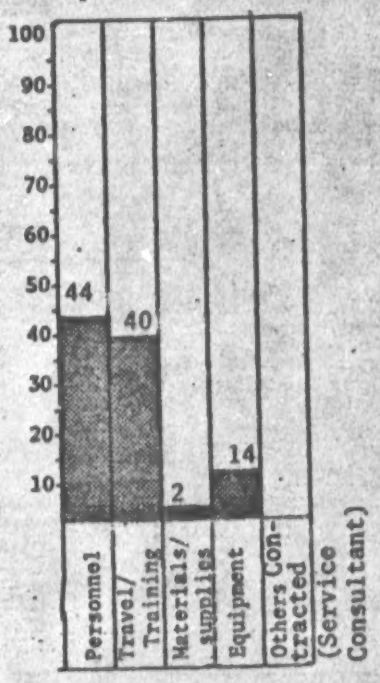
FOCUS: Science/1st-6th
(subject area/grade level)

PROJECT DATES: 9/11/74 to 6/30/75

NUMBER OF CHILDREN PARTICIPATING:

School Name:	Public		Private		Total
(See attached list)					
Totals					

Percentages of allocation by expense categories:



DOMINANT ETHNIC GROUP ASSISTED BY PROJECT:

YAPESE

NUMBER OF STAFF FUNDED BY PROJECT:

Job Title	Number
Project Director	
Additional Teachers	3
Part-time teacher	1
Curriculum Specialists	
Clerical Assistants	1
Other: Boat Operator	1
Total	6

BRIEF DESCRIPTION:

The project goal was to enable students to gain a sufficient grasp of science concepts and process skills in order to achieve a minimum score of 60% on unit tests given at each level. The project also provided inservice training for students.

Student Performances

Many unit tests were administered and in most cases well over 75% of the students scored 60% or above. Tests and sub-tests were given in the areas of Material Objects, Organisms, Interaction and Systems, Life Cycles, Systems and Variables, Populations, Relative Position and Motion, Environments, Energy Sources, Communities, Models, and Ecosystems. The only unit where less than

75% gained 60% in all sub-tests was Energy Sources. The project director felt that perhaps the objective (60% on all tests) was too high and needs modification next year.

Materials Development

Approximately 4000 student activity books were published.

Inservice Training

Teachers were provided inservice training through a summer course and through regular visits to the classroom.

Estimated Number of Children who will participate in Title I activities

School	Public	Private	Total
Alaw	-	-	-
Bael	70	-	70
Dalipebinaw	52	-	52
Fanif	63	-	63
Gaanelay	171	-	171
Gagil	109	-	109
Kanify	83	-	83
Map	42	-	42
Rumung	39	-	39
Tomilang	95	-	95
Asor	19	-	19
Eauripik	17	-	17
Fais	30	-	30
Falalis	20	-	20
Falalop, Ulithi	29	-	29
Falalop, Woleai	77	-	77
Faraulep	20	-	20
Fassarai	19	-	19
Ifalik	78	-	78
Lamotrek	57	-	57
Mogmog	28	-	28
Satawal	95	-	95
Wottegai	31	-	31
	1,244	-	1,244

PROJECT: YAP SCHOOL SUPERVISION

LOCATION: YAP PROPER

ALLOCATION $ 47,800

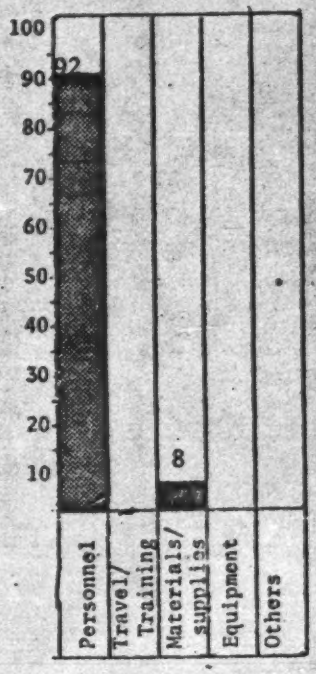
FOCUS: Reading 3-8
(subject area/grade level)

PROJECT DATES: July 1,1974-July 1, 1975

NUMBER OF CHILDREN PARTICIPATING:

School Name:	Public 1-6		Private		Total
Alaw	154				154
Bael	70				70
Delipebanaw	52				52
Fanif	63				63
Gaanelay	171				171
Gagil	134				134
Kanify	83				83
Map	56				56
Rumung	39				39
Tomilang	108				108
Totals	776				776

Percentages of allocation by expense categories:



NUMBER OF STAFF FUNDED BY PROJECT:

Job Title	Number
Project Director	1
Additional Teachers	
Teacher Aides	
Curriculum Specialists	5
Clerical Assistants	1
Other:	1
Total	8

DOMINANT ETHNIC GROUP ASSISTED BY PROJECT:

YAPESE

BRIEF DESCRIPTION:

The School Supervision-Teacher Education staff of four worked with 40 teachers in ten schools with a total student population of 776 in grades one through six. These schools are all on the Yap Islands proper.

The staff spent the year working in schools on a regular schedule of rotation. From time to time, a school principal or teacher would ask for special assistance and some members of the staff would stay at that school until the assistance was no longer needed. As an example, a inexperienced teacher was hired at a school to teach Oral English. One staff member worked with that teacher in the classroom until the teacher felt she had sufficient mastery of the subject matter and methods so she could conduct the classes.

Instruction for students concentrated in the areas of English learning and math.

DISCUSSION OF RESULTS

Student Performances:

Tests (now being devised) were not available for oral English. A new mathematics program was introduced by the Curriculum Supervisor so mathematics test results from the previous year were no longer relevant. However, pre- and post-tests were given in the new mathematics program. The scores from these tests showed some significant results.

As an example, the scores from five schools are given below. These are first grade mathematics scores from schools visited frequently by the staff compared to schools visited infrequently.

Schools visited frequently	Total Pre-test	Total Post-test	Total increase
Bael	36	105	73
Gagil	24	71	47
Kanifay	60	93	33
Schools visited infrequently			
Tomil	129	102	-27
Fanif	93	68	-25
Dalipebinaw	15	40	25

Inservice Training

The Project was to provide in-service training for inexperienced teachers. This was accomplished, although only one inexperienced person was hired during the year. As was explained earlier, a staff member did assist this teacher until the teacher felt she could cope with the classroom situation. This teacher taught oral English and there were no tests given in that subject.

A staff o three teacher trainers was trained intensively during the year, both in the schools and in seminars outside the schools. One member is qualified to take over the supervision of the Project and the other two are qualified to train and supervise elementary teachers.

Parental Involvement

PTAS acted as Advisory Council but were not effective.

TRUK DISTRICT TITLE I PROGRAM

PROJECTS:

1. Truk Administration Project (TAP)
2. Asamolu Erienten Chuk (AECH)
3. Building Up Language Learning Environments in Truk (BULLET)
4. Experimental Classes in English Learning (EXCEL)
5. Program to Improve Micronesian Math (PIMM)
6. Science for Micronesia: Implementation Level 3 (SMILE)

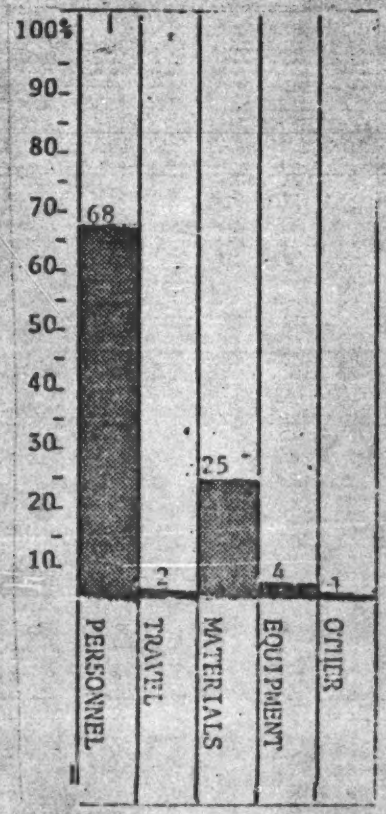
MAJOR FOCUS: Elementary and Secondary Levels/Cultural Awareness, English Language Learning, Science, Mathematics.

GENERAL INFORMATION:

Allocation:	$187,906
Total Number of Students Enrolled on District:	11,498
Total Number of Students Participating in Title I Activities:	6,251

There is private school involvement at the elementary school level only. The private high school, Xavier, selects its students on the basis of an examination and only students achieving high scores are admitted. It is, therefore, felt by district educators in Truk that Xavier students do not qualify as educationally disadvantaged.

Percentage of allocation by expense categories



PROJECT: TRUK ADMINSTRATION PROJECT (TAP)

LOCATION: _____

ALLOCATION $29,558

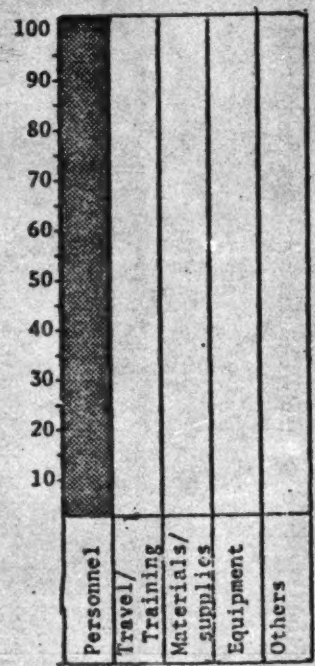
FOCUS: _____
(subject area/grade level)

PROJECT DATES: _____

NUMBER OF CHILDREN PARTICIPATING:

School Name:	Public		Private		Total
This project reflects assistance to all project children mentioned in the evaluations of the five projects of the Truk Title Title I program					
Totals					

Percentages of allocation by expense categories:



DOMINANT ETHNIC GROUP ASSISTED BY PROJECT:

Trukese

NUMBER OF STAFF FUNDED BY PROJECT:

Job Title	Number
Project Director	1
Additional Teachers	
Teacher Aides	
Curriculum Specialists	2
Clerical Assistants	5
Other:	
Total	8

BRIEF DESCRIPTION:

The Administration project allowed for the salaries of the following: Title I Coordinator (also known as District Language Specialist), District Math Specialist, District Science Specialist, and five Clerk/ Typists. Two of the Clerk/Typists were to aid the business manager in details of Title I and other federal program budgeting. The Specialists listed oversaw Title I programs.

RESULTS AND RECOMMENDATION FOR OPERATION OF TRUK TITLE I PROGRAM

The Truk I Program is amidst "growing pains". Until 1972 Title I funds were managed on the SEA level with comprehensive TESL and teacher training projects implemented in all Trust Territory districts. For FY '73 individual districts began developing and implementing their own projects in accordance to the findings of district needs assessments. In Truk concentration was still placed on student language development; but with the availability of ESEA Title VII and ESAA funds for bilinugal education, some Title I funds could then be used to remedy student deficiencies in other areas of the curriculum. Projects were developed for math, science, and social studies as well as for English, both at the secondary and elementary levels. Projects were written by district by district curriculum specialists in accordance to educational needs assessments but not necessarily in regard to parental interest, the selection of students in most need of assistance, or the size, scope, and quality of the proposal. With experience comes knowledge and the time has now arrived when Truk Title I personnel can manage more effectively in those areas and strive to develop a comprehensive Title I program.

Parental Involvement

Parental involvement is the weakest segment of Truk Title I Program. This is due to three main reasons: (1) the logistics of Truk with its many islands, (2) the medium of school instruction which until recently has been English, and (3) a lack of a set plan to involve parents in schools.

Parents do become involved in local PTA on individual islands; but when a project encompases several schools on several different islands or is implemented a one of the high schools which enroll students from islands many miles around, a fair representation of all parents is almost impossible to assemble without a great expense for travel. Until the recent implementation of the Trukese language arts program through bilingual funds, parents had almost no interest in schools. Parents felt their children must go to school and learn English in order to obtain a well-paying job after graduation, but the parents themselves did not necessarily understand what was being taught. Last year parental involvement in the science project on Dublon Island (SMILE) was reasonably successful but generally speaking there is no plan which might promote more participation by parents. Parents Advisory Councils in the past have been in name only. Parents meet once or twice and then the council dissolve either because of logistics problems in arriving at meeting sites or because their interest could not be sustained. Because of this parents have had little input in the planning of future projects.

SELECTIONS OF TARGET POPULATIONS

Most projects in recent years have been centered on or near the district center for administrative and monitoring expediency. AECH, the social studies project, attempted to encompass outer island schools but too many schools were involved and assistance could only be given to the schools nearest to the district center. More effort should be spent discovering

which students whether from outer islands within the lagoon are in greatest need of Title I benefits rather than serving only those students closest to the district center. The recent eighth grade tests show that the student with the greatest deficiencies in math and English are not those in the district center schools but those in the outer islands northwest of the main lagoon and in the Faichuk area inside the major lagoon.

An outer island project is not an impossibility if a responsible project director is stationed in the project area and a satisfactory reporting system is established. Monitoring by the Title I coordinator or headquarters personnel, however, becomes a problem since field trip ships remain at islands less than a day and service island groups every two or three months. But students should not be deprived of Title I benefits just because of monitoring difficulties.

SIZE, SCOPE, AND QUALITY OF PROPOSALS

Proposals in recnet years have been written with unrealistic expectations. Several examples can be cited but within this year's program two proposals AECH and BULLET can be criticized for listing objectives which were not attainable in the first place. The AECH staff has been stating for two consecutive years that it would develop a social studies curriculum for grades 1-12 by (1) collecting and transcribing numerous stories, (2) putting the materials in book form, and (3) training teachers to use the materials in the classroom. The objective, after two years, for training teachers is far from being met. The social studies book developed this year must be rewritten into the new spelling system before that objective can be said to have been met. Even though the proposal FY'75 stated that transcribing materials "proved to be an insurmountable task" the objectives of FY'74 were restated as if this new insight as to difficulty was not important. BULLET sought to improve the 3rd grade reading program in eight schools by supplementating present curriculum with new materials and training teachers to use their new materials. Only two schools were actually helped because implementing the material from the Marianas version of the Hawaiian English Program proved to be more than enough for the staff involved. Although the objectives may appear to be satisfactory and commendable in the proposal, the results of what was actually accomplished are meager in comparison. This is a poor reflection on the quality of planning by Title I program staff.

Proposals must be written with attainable objectives in mind. A project can not include so many schools that supervision becomes ineffective. A one-year project should not entail the development of new curriculum because this endeavor is not only a huge undertaking involving a number of years of work but is also the regular job of any district curriculum department. Title I personnel must reexamine their proposals objective in respect to how much can <u>really</u> be accomplish.

RECOMMENDATIONS

1. Title I personnel study the four memos concerning Title I operations, recently sent from Education Headquarters, before writing proposals.
2. A plan be devised for parental involvement in a Title I program schools at that the project level and the district level. This plan should be included with in the Title I Program of proposals for FY'76.
3. Title I personnel make a deeper study as to what students are in greatest need whether the students are on the outer islands or in the district center.
4. Proposals be written with more realistic objectives in mind in order to give a small number of students greater benefit than greater number of students little benefit.
5. The practice of developing smaller projects (as opposed to one large Title I project) be continued.
6. A plan be devised to educate principals and teachers to the benefits and regulations of Title I in order that future projects may be written from the submission of needs statements from specific schools or areas.

PROJECT: ASAMOLU ERIENTEN CHUK (AECH)

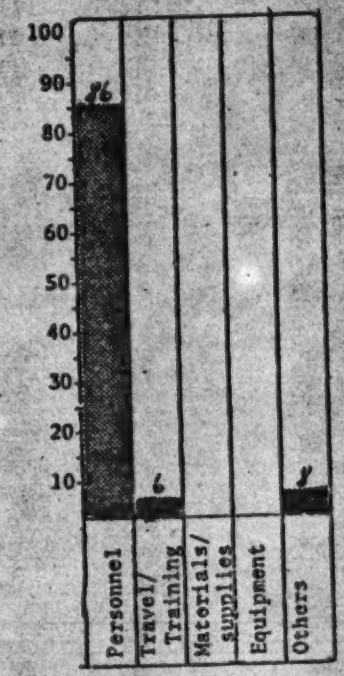
LOCATION: District-wide

ALLOCATION $33,908

FOCUS: Cultural awareness /4-12
(subject area/grade level)

PROJECT DATES: 9/10/74 to 6/30/75

Percentages of allocation by expense categories:



NUMBER OF CHILDREN PARTICIPATING:

School Name:	Public		Private		Total
Listed on page					
Totals					

NUMBER OF STAFF FUNDED BY PROJECT:

Job Title	Number
Project Director	
Additional Teachers	
Teacher Aides /Mat.Dev.	4
Curriculum Specialists	
Clerical Assistants	
Other:	
Total	4

DOMINANT ETHNIC GROUP ASSISTED BY PROJECT:

Trukese

BRIEF DESCRIPTION:

AECH II was a continuation of last year's social studies project which collected a number of local stories from the older generations of Truk. This year the project was rewritten to allow for the printing of these stories so they could be used in various schools through out the district. Teachers were also included in this project and were given training in the use of these materials. The objective of the project was meet the need for materials written in Trukese which would increase student awareness and appreciation for their own culture. Project funds were used for teachers' salaries and printing.

Number of Children Participating in Title I Activities

School	Public		Private		Total
	1-8	9-12	1-8	9-12	
Iras	113				113
Mwan	70				70
Sino Memorial	61				61
Neauo	82				82
Messa	94				94
Sapuk	60				60
Nama	101				101
Nechap	65				65
Losap	76				76
Kuttu	61				61
Moch	44				44
Ettal	45				45
Nomwin	56				56
Pis/Losap	48				48
Murilo	36				36
Namoluk	28				28
Fananu	39				39
Fano	22				22
Pis/Moen	30				30
Ruo	24				24
St. Cecilia			72		72
	1,155				

Number of Children Participating in Title I Activities, Continued

School	Public		Private		Total
	1-8	9-12	1-8	9-12	
Truk Senior High		560	No private School Involvement		560
Southern Namoneas Jr High		300			300
Moen Jr. High		289			289
Faichuk Jr. High		243			243
					2,619

DISCUSSION OF RESULTS

Since it is required in the Truk District that all vernacular material to be issued out to schools must be written in the New Trukese Spelling System, and due to the fact that Trukese educators still do not understand the new spelling system, the AECH Project was unable to meet its goals. Information collected was transcribed, but none of the information was put into book form for students until late in the school year. Only the schools in the Truk lagoon were reached, 12 of the 25 originally designated target schools. Training during 1975 summer school, however, is providing instruction for outer island teachers. Students reacted favorably to the few stories available to them near the end of the school year.

PARENTAL INVOLVEMENT

The staff pointed that not only the students have positive attitudes toward the AECH Program, but parents as well. Whenever PTA meetings were held about four years ago, parents used to say "your school" meaning school belongs to Americans and Trukese who work for Education Department, but now they have positive attitude about school and they seem to care for what subject to be taught in each grade level. Because of the fact that community has involved in our school program, the phrase "your school" is changed very easily to "our school". Parents are active in PTA meeting, Program planning and they even feel free to stop by and have short conversation with the AECH staff.

PROJECT: BUILDING UP LANGUAGE LEARNING ENVIRONMENTS IN TRUK (BULLET)

LOCATION: Lagoon

ALLOCATION $35,789

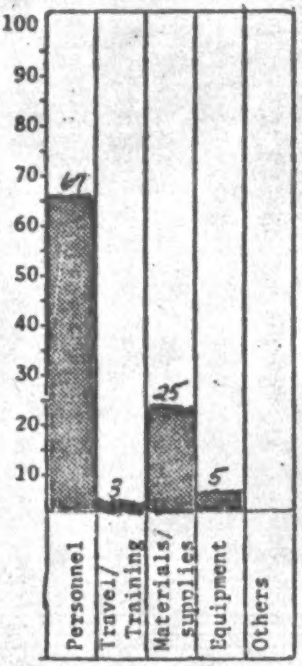
FOCUS: Reading/3rd
(subject area/grade level)

PROJECT DATES: 9/10/74 to 6/30/75

NUMBER OF CHILDREN PARTICIPATING:

School Name:	Public		Private		Total
Iras	30				30
Mwan	41				41
Uman	19				19
Neauo	39				39
Sapuk	25				25
Sino Memorial	29				29
Kucha	20				20
St. Cecelia			30		30
Totals	203		30		233

Percentages of allocation by expense categories:



NUMBER OF STAFF FUNDED BY PROJECT:

Job Title	Number
Project Director	
Additional Teachers	8
Teacher Aides	
Curriculum Specialists	
Clerical Assistants	
Other:	
Total	8

DOMINANT ETHNIC GROUP ASSISTED BY PROJECT:

Trukese

BRIEF DESCRIPTION:

Project BULLET was an attempt to upgrade the reading program in Truk elementary schools by concentrating on the training of third grade teachers and revising present third grade curriculum materials in a small number of schools. What was implemented in these schools this year could be used in a larger number the following year. During the previous year most of the teachers involved in this program took a CCM course entitled Teaching Reading Skills. The general objective was to improve the reading levels of the third graders. Project funds were mainly spent for additional teachers' salaries which the district could not afford and for additional materials and supplies for all schools within the district.

DISCUSSION OF RESULTS:

Student Performances

Both Neauo and St. Cecelia students who completed the program showed significant gains on a pre- and post-testing situation of Systematic Reading Instruction test (Sherman and Duffy) for readiness and word recognition. None of the other schools showed significant gains. This is an interesting reflection on the inservice training provided to the project teachers. The teachers at Neauo and St. Cecelia were given almost day-to-day assistance from a Peace Corps Volunteer with an interest and background in the teaching of reading. The teachers at the other schools were only provided with periodic consultation from the district language specialist who had a minimal background in reading.

Parental Involvement

A council was set up at Neauo School but was not effective. At other schools PTAs acted as the council but their involvement was only listening to reports of various project activities.

PROJECT: EXPERIMENTAL CLASSES IN ENGLISH LEARNING (EXCEL)

LOCATION: Truk High School

ALLOCATION $47,636

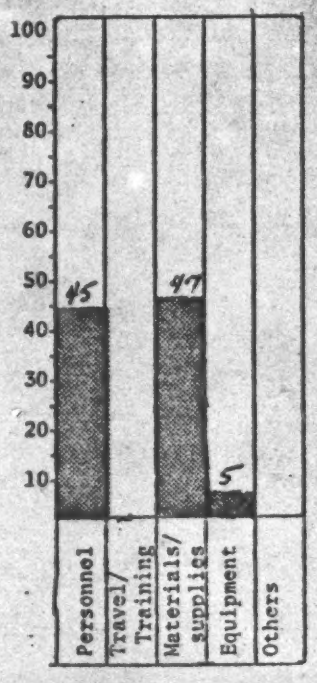
FOCUS: Reading/11-12
(subject area/grade level)

PROJECT DATES: 9/10/74 to 6/30/75

NUMBER OF CHILDREN PARTICIPATING:

School Name:	Public 11-12	Private	Total
Truk High School	150		150
Moen Jr. High			
Totals	150		150

Percentages of allocation by expense categories:



NUMBER OF STAFF FUNDED BY PROJECT:

Job Title	Number
Project Director	1
Additional Teachers	1
Teacher Aides	
Curriculum Specialists	
Clerical Assistants	
Other:	
Total	2

DOMINANT ETHNIC GROUP ASSISTED BY PROJECT:

Trukese

BRIEF DESCRIPTION:

Project EXCEL was an attempt to upgrade the language skills of students on the secondary level. It included a reading laboratory and language improvement classes at Truk High School. The funds also enabled the district to hire extra teachers for Moen Junior High and Truk Senior High School. The reading laboratory was an innovative component of the program which enabled a student to improve his reading skills at his own rate of learning. It was set up on an individualized learning basis and included audio equipment and skill boxes which offered excercises in all reading skills from word recognition through comprehension. The Course was an elective and supplementary to the regular English Courses offered. The language improvements classes, also electives,

were for students who needed extra help in writing, speaking, and listening. An American contract teacher at the high school was in charge of the reading laboratory and the language improvement classes and received full support of the District English Specialist. Project funds were used primarily for extra teacher salaries at Truk and Moen High Schools and for additional materials and supplies for both intermediate and senior high schools.

DISCUSSION OF RESULTS

Student Performances

The Reading Lab was popularly received by the students at Truk High. The head counselor at the school received no complaints concerning the course during the year which she reported as being a good indication of student satisfaction. This was not true of Language Improvement classes which a number of students thought too easy. This was in large part due to the poor selection of participants in the language improvement classes. All needed to improve oral and writing skills but not all were low-achieving students.

A test in reading for English-as-a-second language was administered to all Truk students in the fall and spring. Reading Lab students averaged higher gains than non-reading lab students, but they were not significant gains except in the case where student took reading laboratory two semesters.

Inservice Training

Consultant services were provided by Mrs. Joan Emmett before school opened in September 1974. Mrs. Emmett at that time was the District Language Specialist at Ponape and presently a doctoral candidate in education with emphasis in reading at the University of Washington. Lab teachers were provided periodic assistance from the district language specialist.

PROJECT: PROJECT TO IMPROVE MICRONESIAN MATH

LOCATION: Outer islands

ALLOCATION $31,068

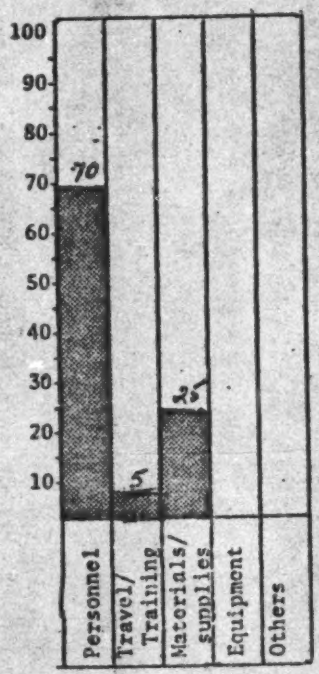
FOCUS: Mathematics/1-6
(subject area/grade level)

PROJECT DATES: _____

NUMBER OF CHILDREN PARTICIPATING:

School Name:	Public		Private		Total
See list on page					
Totals					

Percentages of allocation by expense categories:



NUMBER OF STAFF FUNDED BY PROJECT:

Job Title	Number
Project Director	
Additional Teachers	6
Teacher Aides	
Curriculum Specialists	
Clerical Assistants	
Other:	
Total	6

DOMINANT ETHNIC GROUP ASSISTED BY PROJECT:

Trukese

BRIEF DESCRIPTION:

Project PIMM sought to improve math skills for students in the outerislands. Funds were primarily used for teachers' salaries and mathematics materials and supplies. PIMM was an in-service teacher training project in cooperation with the Truk Teacher Education Center. Six teachers from outer-island elementary schools were brought to the district center for intensive training of Micronesian Mathematics Program methods for a period of six months. This project allow teachers to return to their schools the following year as head teachers in the field of mathematics, at which time they would assist other teachers at their own or nearby schools.

DISCUSSION OF RESULTS

Project Activities:

During the summer of 1975 six instructors were selected on the basis classroom performances and supervisory ability. An intensive three-month training in Math for Micronesia Math Program (MMP) was planned for September through December at the teacher training center. The instructors, termed master teachers after successful completion of training, would return to their respective schools and help fellow teachers by holding workshops. Outer island students, therefore, would benefit from teachers increased competencies, perform more successfully in math classes and on district-wide mathematics tests, and most important gain fundamentals of mathematics skills for practical use.

To aid instruction additional mathematics materials were requested through these funds in order to offer students a variety of means for improving skills. Outer-island schools, because of their distance from the district center warehouse for educational supplies, are often neglected when educational materials are distributed. Requisitions from these schools are often lost or frequently do not reach the central office before the supply is exhausted. These additional materials were purchased especially for these children.

The Project to Improve Micronesian Math was beleaguered with problems from the onset. The original project director was the assistance district math specialist, but he unexpectedly received a chance to study abroad and understandably excepted the offer. He was placed on educationally leave for a year and remained on regular salary. In such circumstances the budget does not allow for a replacement. A Peace Corps Volunteer was recruited to run the in-service training classes which were to start in September 1974. The volunteer terminated early to return home because of a severe illness of her mother. This left full responsibility of the project with the districtmath specialist. He, however, had to divide his attention between education matters and the Micronesia Constitutional Convention. He had been elected as a member of the Truk Committee and was required to meet with constitutents on many occasions. The in-service training was not accomplished in the district but on individual islands instead and therefore was not as intensive as planned. The master teachers were able to help other teachers at their respective schools, but with limited success. The greatest aid of the project, however, was the opportunity to purchase $10,000 worth of mathematics materials for the outer island students.

Parental Involvement:

This segment was almost non-existence except through local Parent/Teacher Association groups who heard periodic reports from math teachers concerning the Micronesian Math Program.

Number of Children Participating in Title I Activities

School	Public		Private		Total
	1-8	9-12	1-8	9-12	
Ta School	54		No Private School Involvement		54
Lukunor School	122				122
Onoap School	130				130
Satawau School	169				169
Moch School	89				89
Kuttu School	81				81
Ettal School	95				95
Namoluk School	60				60
Nama School	200				200
Losap School	142				142
PIS/Losap School	67				67
Palowat School	104				104
Pulusuk School	80				80
Ulul School	60				60
Pulap School	123				123
Pisarach School	29				29
Tamatam School	45				45
Nomwin School	104				104
Fananu School	68				68
Murilo School	50				50
Ruo School	50				50
Fason School	117				117

Number of Children Participating in Title I Activities, Continued

School	Public		Private		Total
	1-8	9-12	1-8	9-12	
Fason Annex	30				30
Faro School	168				168
Nethon School	51				51
Wonip School	154				154
Polle School & Annex	168				168
Patta School	111				111
	2,721				2,721

PROJECT: SCIENCE FOR MICRONESIA: IMPLEMENTATION LEVEL THREE

LOCATION: Southern Namoneas

ALLOCATION $21,202

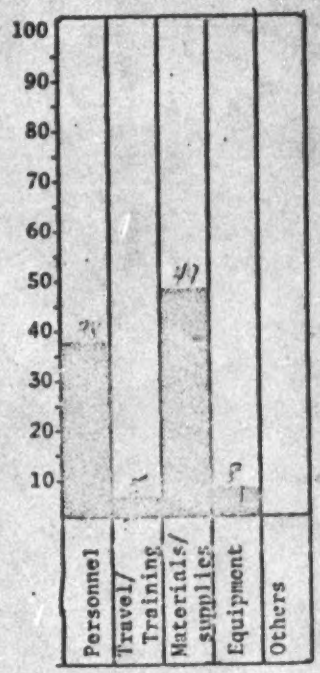
FOCUS: Science /3rd
(subject area/grade level)

PROJECT DATES: 9/10/74 to 6/30/75

NUMBER OF CHILDREN PARTICIPATING:

School Name:	Public		Private		Total
Sino Memorial	29				29
Nechap	30				30
Kuchua	21				21
Totals	80				80

Percentages of allocation by expense categories:



DOMINANT ETHNIC GROUP ASSISTED BY PROJECT:

Trukese

NUMBER OF STAFF FUNDED BY PROJECT:

Job Title	Number
Project Director	
Additional Teachers	3
Teacher Aides	
Curriculum Specialists	
Clerical Assistants	
Other:	
Total	3

BRIEF DESCRIPTION:

Project SMILE attempted to set up a model third grade program for Science for Micronesia in the schools on Dublon. The program with its proven worthwhile components, could then be implemented in additional or all district schools the following year. This project would provide the students enough opportunity to further develop their scientific skills through class activities which involved manipulation of objects, observation, description of what they observed, and setting up of experimentation to test their observations. This project was a continuation effort of the Science for Micronesia program which had already been implemented in grades one and two throughout the district. The project also included a teacher training component which offered courses for teachers the summer previous to implementation and would offer during the school year on-the-job observations and critiques. A Peace Corps

volunteer trained in the Science for Micronesia program was in charge of the project with extensive assistance from the District Science Specialist. Project funds were primarily spent on teachers' salaries and for additional materials and supplies.

DISCUSSION OF RESULTS

Student Performance:

A behavior check list was again administered at the end of the project. The procedure was this: choose a number of the third grade children and observe his activities in four minutes. On this check list were criteria of behavior related to science activities and behavior were not related to science lesson. During that observation period, the check list administrator tallied all the child activities and averaged them. He then choose another student to observe. Usually, he observed five children. This process was taken place at all the three project schools.

Comparing the results of this check list to that one administered at the outset of this project, we have attained about 90% third graders performing their science activities in the inquiry-discovery approach in both individualized and group activities.

Inservice Training:

Teacher involvement in this project was the most important aspect of it. Each teacher was trained to:

1). Use the 3rd grade level of the science program on a consistant basis.

2). Plan their lessons in advance. This included adapting the lesson to their student's individual need and use the materials that they want with the program.

3). Teaching the lessons and using as many of the new teaching methods as was possible with their classes.

4). Self-evaluation of their lessons.

5). Evaluating the students performance.

6). Evaluating the curriculum as it applies to their classes.

Teacher training and implementation of the 3rd grade level of the science program went hand in hand this year. The assistant project chairman was assigned to work with the three project teachers at their schools on a daily basis.

A planning and in-service session was held with each teacher before he taught a lesson. These sessions included going over the lesson in the book, adapting them to each group of students, training in the new materials and preparing the materials and workshops for the upcoming lesson.

When these lessons were taught, the assistant project chairman would attend the class and observe. A critique would follow each class to discuss different aspects of the lesson with the teachers. Suggestion would be made for improving the lesson.

Parental Involvement:

Parnet involvement was another main concern of this project. Parent/Project Staff meeting were held the 1st quarter but proved to be unsuccessful. These meeting were only reaching about 30% of the parents because of poor attendance.

The meetings were abandoned the 1st and 2nd quarter. A Project newsletter took their place. This newsletter was written by the project staff and the teachers involved in the project. It described what was happening in the 3rd grade project classrooms, the reason for the new science and how the student were progressing under it. It was sent to all parents of the third grades project students.

III. APPENDIX

A. PERSONNEL HIRED UNDER TITLE I
B. CHARTS ILLUSTRATING NUMBER OF CHILDREN PARTICIPATING IN TITLE I ACTIVITIES

SECTION A

PERSONNEL HIRED UNDER TITLE I

	Marianas	Marshalls	Palau	Ponape	Truk	Yap	T.T.-Wide
Project Directors	2	2			2	2	8
Additional Teachers	8	2	5	23	18	4	60
Teachers Aides					4	1	5
Curriculum Specialists	1	3	11	6	2	6	29
Clerical Assistants	1	2	3	2	5	2	15
Other	2	4		1		2	9
Total Employees	14	13	19	32	31	17	126
Total Projects in Title I	2	2	1	1	6	3	15